



Anti-Bullying Quality Mark-UK

**East Hoathly CE  
and  
Chiddingly Primary Schools  
ABQM Bronze Award Final Evaluation**

**9<sup>th</sup> October 2018**  
Bob Basley





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Criteria 1: Leadership		Found	Not Found
1.	There is evidence in the file that there is the name of an identified member of senior Leadership Team leading the attainment of the ABQM-UK.	Lisa Purcell and Claire Winchester referred to in Pioneer Federation School Development Plan	
2.	There is evidence that the necessary actions to attain the ABQM-UK are outlined in the School Development or Improvement Plan or is there a separate detailed action plan	Pioneer Federation School Development Plan	
3.	There is evidence that staff, pupils and parents know who the lead person is and are able to consult the individual with regard to anti-bullying policy and strategies.	Invitation to parents to join Steering Group	
<b>Final Evaluation</b>			
<p><b>All of the standards in this Criteria Area have been met</b></p> <p>Lisa and Claire have successfully established a strategic approach to preventing bullying which has engaged and inspired all groups in their school communities. All of the people whom the Assessor met during the visits to the school sites demonstrated that they shared responsibility for anti-bullying and were able to describe in detail their contribution. The elements of Silver practice that the Assessor noted suggests that the work towards achieving the Bronze Award built on embedded practice, such as the Peer Mentors, and continues to be an on-going priority.</p> <p>Staff members indicated their knowledge about Lisa's role by stating that they consult her over matters that may be linked to bullying.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Lisa and Claire can take advantage of Anti-Bullying Week to promote their roles to the school community through assemblies, newsletters and the schools websites.</li> <li>• Continue with plans to establish a Federation Steering Group</li> </ul>			



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Criteria 2. Whole School Policy	Found	Not Found
<p>Whole school policy is evaluated with reference to the criteria listed in the main body of text in the 'Whole School Policy' section of the ABQM-UK Criteria and Guidance Manual</p> <p>Assessors are looking for a policy that is preventative and has been written in co-operation with the whole school community including children, young people and their parents.</p>		
<b>Final Evaluation</b>		
<p><b>Most of the standards in this Criteria Area have been met</b></p> <p>The school's Anti-Bullying Policy is known by all members of the school communities; this is evidenced by the fact that everyone whom the Assessor met was able to describe the steps that were taken in response to incidents of bullying behaviour.</p> <p>The Child Friendly Anti-Bullying Policy (an example of Silver practice) is reviewed regularly by Pupil Governors and the Steering Group; it features an agreed definition of bullying and details of whom pupils could approach to report incidents of bullying behaviour. This version is taken home and parents are also briefed about the full policy through Parent Forum meetings, assemblies and the school website.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• During the next review of the Anti-Bullying Policy, the federation will need to ensure that readers are referred to the Online Safety Policy to find details about how to respond to incidents of cyber-bullying</li> <li>• The revised policy will also need to indicate awareness of the pupil groups that may be vulnerable to bullying by describing in the policy's 'Prevention' section the support and interventions that has been established for these groups (such as 'Thrive')</li> <li>• The federation could develop a 'flow chart' to map out what happens when bullying behaviour is reported – the 'Child-Friendly' (or 'Family-Friendly') policy could provide a brief description of the 7 steps in the 'No Blame' approach with an explanation of how it seeks to restore and rebuild peer relationships</li> </ul>		



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Anti-Bullying Policy Checklist				
Assessors are looking for a policy that is preventative and has been written in cooperation with the whole school community including children and young people and their parents.				
Essential Elements of the Policy				
Criteria key <b>NM</b> = not met, <b>PM</b> =partially met, <b>M</b> = met		<b>NM</b>	<b>PM</b>	<b>M</b>
Level B	A definition of bullying that has been <b>agreed with children and young people.</b>		Pupil Involvement referred to in Positive Behaviour Policy	Pupil definition in East Hoathly 'Child Friendly Anti-Bullying Policy'
B	Reference to all forms of bullying including: <ul style="list-style-type: none"> <li>• racist bullying.</li> <li>• homophobic or gender variant bullying.</li> <li>• bullying of children who are in some way vulnerable</li> <li>• E-Safety.</li> </ul>			•
B	Evidence that it has been <b>developed in co-operation with children and young people.</b>			Referred to in East Hoathly Anti-Bullying Policy and Federation Positive Behaviour Policy
B	The policy must include a section that clearly outlines <b>preventative</b> work in the school. For example: tutor activities, embedded Anti-Bullying work within the curriculum, assemblies.			Outline of prevention (P5)
B	The policy must include <b>information for children and young people</b> so that they know whom they can talk to about bullying.			Details in East



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				Hoathly Anti-Bullying Policy
B	Clear signposting for staff about where <b>to get a copy of the Anti-Bullying policy.</b>			•
B	Evidence of how members of staff including non-teaching staff are made aware of the policy.			•
B	The policy must include <b>advice to members of staff</b> on how to deal with bullying once it has happened and on how to follow up incidents over a sustained period of time to ensure that bullying has stopped.			•
B	<b>Advice on how to make sure the person who has been bullied feels safe again</b> and continues to have on-going support.		?	
B	<b>Reference to the mobile phone policy</b> should be made, with clear measures to tackle mobile phone messages and text misuse.		Guidance in Online Safety Policy	
B	<b>Reference to the Acceptable Internet Usage Policy or E-Safety Policy</b> for staff and pupils should be made, with clear <i>details of</i> measures to tackle cyber-bullying.		Included in file, but not referred to in policy	
B	Evidence of a <b>clear process for parents about who to contact</b> should they believe their child is being bullied.			Pupil Anti-Bullying Leaflet
B	Identification of <b>specific groups who are vulnerable</b> to bullying within the school.		?	
S	<b>Specific information regarding support for vulnerable children and young people</b> , for example, clear measures to tackle homophobic bullying, should it be an issue. We expect to see vulnerable groups identified.			
S	<b>Versions of the policy for pupils and parents</b>			East Hoathly Anti-Bullying Policy



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S	Evidence that <b>it has been developed alongside teaching and non-teaching staff, parents and carers.</b>			
<b>Additional Evidence to be Provided in the Evidence File and to be Observed During the School Visit:</b>				
B	Evidence of how the policy is being implemented in school.			
S	Evidence of planned anti-bullying campaigns aimed at promoting better understanding of/better skills at interacting with vulnerable groups.			
G	Evidence that an anti-bullying culture is prevalent in the school			
G	Evidence of sustainability of anti-bullying work and impact over at least two years.			
G	Evidence of the impact of training on staff practice. For example, self-evaluations from staff, written reports from the pupil representatives on the school council, <i>peer mentors</i> and individual pupils			
G	Evidence of impact on pupils in school. For example: reduction in absenteeism, reduction in fixed term exclusions, reduction in bullying incidents, improvements in attainment and progress			
G	Evidence of co-ordinated anti-bullying work among and between staff			
G	Evidence of parents/pupils' satisfaction with the school's Anti-Bullying policy and practice, for example through surveys and reports of consultations			
	Review date. Jan 2018 (Federation) July 2018 (East Hoathly)			

<b>Note to Assessors</b>	
Which level does this policy meet? <b>B/S/G?</b>	
Can this policy be used as a working document to help staff prevent bullying?	Y/N
Can this policy be used as a working document to help staff resolve bullying issues?	Y/N
Would this policy help and support staff to manage an incident of bullying?	Y/N
If you were a parent would it clearly sign post who to go to? How to contact relevant staff?	Y/N



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Criteria 3. Whole School Strategic Development		Found	Not Found
Assessors are looking for group that offers strategic support from a range of stakeholders in the school. The group should be proactive in supporting the anti-bullying work in the school.			
1.	There is evidence in the file of minutes of Steering Group meetings (at least three times a year)	Records of meetings: 20/10/17 and 30/11/17	
2.	There is evidence that an evaluation of the quality of the school's current anti-bullying provision has been undertaken		?
3.	There is evidence of input into the School Development Plan and or Anti-bullying Action Plan that aims to attain the Quality Mark	SDP's 2016-17 and 2017-18	
4.	There is evidence of the allocation of responsibilities for specific actions within the plan	Mrs House 'to look at ideas on her website' (Record of meetings: 20/10/17)	
5.	There is evidence of contributions to the revision of the school's Anti-Bullying Policy from all staff groups, parents and pupil forums.	Records of meetings: 20/10/17 and 30/11/17	
7.	There is evidence of reporting on and evaluation of progress to fellow members of the steering group	Records of meetings: 20/10/17 and 30/11/17	
<b>Final Evaluation</b>			
<p><b>All of the standards in this Criteria Area have been met</b></p> <p>While there aren't records of a formal evaluation of anti-bullying provision, there is evidence of regular consultation with pupils, parents and staff which includes a focus on bullying, safety and behaviour. This informs the Steering Group's work</p> <p>There are clear links between the adult Steering Group and the Pupil Governors; the pupil representatives share outcomes of the Steering Group meetings with Pupil Governors and, in turn, contribute the views of the Pupil Governors to the Steering Group. Outcomes of this work is also shared with pupils at assemblies. Consequently, the Pupil Governors have made a number of contributions to the strategic development of anti-bullying and associated initiatives; for example, their views regarding the Worry Box led to the introduction of Bubble Time in classrooms. They also review the 'pupil version' of the Anti-</p>			



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	<p>Bullying Policy on an annual basis. The peers supporters at Chiddingly have also taken on a strategic role, advising on how play areas can be developed and organized.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"><li>• Establish a federation steering group (as planned) with the involvement/consultation of Parent Class Reps</li></ul>		
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Criteria 4. Governance	Found	Not Found
<b>Governance is an aspect of the school leadership that should guide and inform anti-bullying work in the school.</b>		
<p>There is evidence of a named governor or trustee who supports the identified Senior Leader in consulting governors about the values and principles that underpin the school's Anti-Bullying Policy</p>	<p>Alex Rattray is a member of the Steering Group and has been involved in evaluating the responses to Anti-Bullying Week and to Parent View</p>	
<p>There is evidence that the governor or trustee monitors progress in securing the ABQM-UK and reports to relevant governors' committees</p>	<p>Jan Meyer's Visit Report 121217</p> <p>Reports to FGB by EHT on 310117, DHT on 121217</p>	
<p>There is evidence that the school's anti-bullying work is included in the Headteacher's annual report to the Governing Body</p>	<p>Report (170517) provides details of recorded bullying incidents and developments of anti-bullying related initiatives)</p>	
<p>There is evidence that the staff, pupils and parents know who the governor or trustee is and are able to consult him/her about anti-bullying policy and practice</p>		<p>?</p>
<b>Final Evaluation</b>		
<p><b>Most of the standards in this Criteria Area have been met</b></p> <p>The submitted evidence and the email from Alex Rattray indicate that the Governors are informed about the schools' anti-bullying work and support it. As Alex commented, 'The work is integral as children need to feel listened to and safe in school...The children's happiness, sense</p>		



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of safety and security is fundamental. If happy, they can learn and thrive.' Reports to governors from the Headteacher and Jan Meyer indicate that there was a rise in reports of bullying incidents during 2015-16 and subsequent reduction in the following year, culminating in the East Hoathly OFSTED Report (June 2018) indicating that 'Pupils, staff and parents agree that there is very little bullying in school'. The Chiddingly OFSTED Report (November 2015) echoes this and provides an insight through comments about how pupil attitudes and behaviour was improving during that time.

**Recommendation:**

- Alex's anti-bullying role is included in the Governors' Roles page of the Pioneer Federation website and is promoted in newsletters/assemblies where anti-bullying has a focus



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Criteria 5. Staff Involvement		Found	Not Found
Assessors will be looking for whole staff training related to anti-bullying topics. Planning should be based on an audit of staff need linked to ABQM-UK criteria.			
1.	An audit of staff anti-bullying CPD needs (see manual for example)	✓	
2.	The training for staff development is evidenced in school development planning and there is clear evidence that it has been developed in consultation with pupils		?
3.	All staff have received training in the academic year – this includes teachers, teaching assistants and all other staff in contact with pupils	✓	
<b>Final Evaluation</b>			
<p><b>Most of the standards in this Criteria Area have been met</b></p> <p>Although there wasn't formal evidence of CPD addressing the priority of working with parents, the staff members whom the Assessor met were knowledgeable about how to respond to reports of bullying and cyber-bullying incidents, based on the 'No Blame approach. They felt that the 'Pupil Friendly' policy helped them to work with parents in ascertaining whether an incident was bullying or not and to take appropriate action. The Anti-Bullying Leader at East Hoathly described how she used a Circle of Friends approach to find out about a situation and to involve everyone in the solution.</p> <p>Similarly, CPD regarding cyber-bullying and online safety is received through briefings and monitoring by the PSHE or IT Coordinators, particularly when a new element of the curriculum is introduced. Consequently, the staff members are confident in their ability to lead on Anti-Bullying Week and Safer Internet Day this year.</p> <p>Staff receive briefings about children who may be vulnerable to bullying and any emerging issues are recorded on My Concern which all staff members can access.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>The federation provides formal CPD regarding the needs of pupils who may be vulnerable to bullying (such as Attachment Disorder or Autism) and the appropriate ways of engaging with and supporting them.</li> <li>The federation builds on the 'No Blame' approach with CPD in Restorative Approaches; this could be led by the Peer Mediators and Playground Pals</li> </ul>			



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Criteria 6. Curriculum	Found	Not Found
<b>Assessors will be looking for an anti-bullying curriculum that is developed across the key stage.</b>		
There is evidence that PSHCE Programmes of Study include specific anti-bullying schemes of work for each year group	Related themes in JIGSAW Puzzle Maps for Years 1-6	
There is evidence that each scheme of work provides opportunities for pupils to learn about developing positive peer relationships and repairing damaged ones	JIGSAW Puzzle Maps for Years 1-6	
There is evidence that each scheme of work encourages pupils to refuse to accept bullying in the school and are being taught the skills to deal with it, if it happens	'Letter from Tanya' resource	
There is evidence that assemblies and tutor or registration periods (secondary) ensure that the focus on anti-bullying is maintained throughout the school year	Anti-Bullying Week Nov 2017 Assembly Plan  East Hoathly Assembly Plan and 'Friendship' Assembly plans (found in E-Safety section)	
<b>Final Evaluation</b>		
<p><b>All of the standards in this Criteria Area have been met</b></p> <p>There are a range of opportunities for pupils to learn about anti-bullying and the development of safe and respectful relationships. There are clear links between the concepts and skills taught in the JIGSAW curriculum and those in the THRIVE interventions. In addition, learning is reinforced by assemblies, Circle Time, the Super Hero Learning Powers meta-learning initiative and displays (including the indoor and outdoor behaviour charts) some of which encourage pupils to apply the skills that they've learnt.</p> <p>In the Evidence File, the Assessor noted other learning opportunities, such as the 'Awe and Wonder Day' in May 2017 and the 'Priority 1-54' workshop. The commitment to 'World Mental Health Day', building on the engagement with Mindfulness suggests that pupils are learning about vulnerabilities that can lead to bullying behaviour – this, as well as the learning about other cultures in India and Syria, is an example of Silver practice.</p>		



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**Recommendations:**

- To gain the Silver Award, Pupil Governors need to be engaged in developing lessons about anti-bullying and there needs to be online safety lessons that analyse bullying in different media as well as self-protection and coping with cyber-bullying



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Criteria 7. Active Pupil Involvement		Found	Not Found
Assessors will be looking for areas where pupils are aware of the school's approach to anti-bullying and are involved in developing policy and practice in the school, as well as having a practical proactive role.			
1.	There is evidence of a Peer Support scheme established within the school	Peer Mediators (and Playground Pals) 'Year 5 and 6 Jobs' rota	
2.	There is evidence of Peer Support training.	Referred to on poster	
3.	There is evidence of commitment to the Peer Support scheme that is found in the School Development Plan	Evaluative comments in 2016-17 SDP	
4.	There is evidence that pupils understand how to use the Peer Support scheme.	Poster and reference to assembly	
5.	There is evidence that pupils demonstrate trust in their peer supporters	• (See below)	
6.	There is evidence of informing parents of the Peer Support scheme	East Hoathly Newsletter March 2018	
<b>Final Evaluation</b>			
<p><b>All of the standards in this Criteria Area have been met</b></p> <p>There is a wide range of opportunities for pupils to support peers, including the Buddy and Special Friends initiatives, as well as those noted above. This has extended into the contribution towards the strategic development of anti-bullying by Pupil Governors, which is an example of Silver practice. Another example of Silver practice is the contribution made to learning about bullying by Holly and her friends at East Hoathly, who role-play bullying scenarios in the playground and invite pupils to decide what to do to resolve matters. Similarly, the Playground Pals at Chiddingly work closely with adults to continue to develop positive play and relationships.</p> <p>The peer supporters at both schools support the succession planning of the scheme, with Year 6 Pals training new Y5 peer supporters, which meets a Silver standard. Furthermore, some pupils have accepted the challenge of applying their skills in unfamiliar contexts by visiting St Marys and training peers in how to play Four Square. Another Silver standard is met with the evidence that pupils who have experienced relationship issues were encouraged to become peer mediators</p>			



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Some of the pupils whom the Assessor met in visits to both schools were able to describe what the Pals did. Some KS1 pupils at East Hoathly showed how much they liked the work of mediators and buddies through their enthusiastic welcome for them in the playground. There is evidence that the supportive and inclusive approach modelled by the peer supporters has extended to all pupils in the schools; staff members were able to describe a number of cases in which pupils made sure that peers with special educational needs or disabilities were included in outdoor activities. The whole school assembly at East Hoathly regarding the needs of an autistic peer and the best ways of involving him in activities meets a Silver standard which challenges schools to provide further training for peer supporters so that they can engage more effectively with pupils who may be vulnerable to bullying.

**Recommendations:**

- Peer Mediators could undertake training in Restorative Approaches to enhance the work they do; they also need more formal training about the needs of more vulnerable
- As mentioned above, to gain the Silver Award, Pupil Governors need to be engaged in developing lessons and assemblies about anti-bullying, as well as advise and contribute to staff CPD in Restorative Approaches



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Criteria 8. Parental Involvement		Found	Not Found
Assessors will be looking for parents to be well informed about anti-bullying policy and practice. There should be representation on the steering group.			
1.	There is evidence of parent representation on the school's Anti-bullying Steering Group	Mrs House is referred to in the East Hoathly Newsletter March 2018	
2.	There is evidence that parents are given information about the school policy and how this is achieved	Pupil-Friendly version of policy given out at ABW Assembly Nov 2017  Parent Forum 16/11/17	
3.	There is evidence that there is a clear map for parents to report bullying or seek support for their child, with relevant staff names and phone numbers or email contact addresses.	'Pupil-Friendly' copy of the Anti-Bullying Policy	
4.	There is evidence of informing parents, at least annually, of the framework and process for reporting bullying.	Pupil-Friendly' Policy sent out in Term 1 2018	
<b>Final Evaluation</b>			
<p><b>All of the standards in this Criteria Area have been met</b></p> <p>The parents whom the Assessor met felt that the Anti-Bullying Policy was more developed and were able to describe how the school responds to incidents. They also spoke positively about the different approaches used by the school (Parent Forums, the website and newsletters) to share information about anti-bullying and provide updates about online safety and cyber-bullying. They felt that the school dealt with bullying in an effective manner and were very positive about how the school involves parents in finding solutions to issues.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Include details about anti-bullying in information for parents about how mental health and well-being are supported in the school (as part of work towards achieving the Well Being Award)</li> </ul>			





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Criteria 9. Regard for Vulnerable Groups	Found	Not Found
Assessors will be looking for an awareness in the school about groups or individuals who may be especially vulnerable to bullying within the school.		
The Anti-bullying policy identifies specific groups who are vulnerable to bullying within the school.		?
Evidence that other school policies for vulnerable pupils, particularly the Safeguarding policy, make explicit reference to the Anti-Bullying policy	'Child Protection and Safeguarding' Policy  Equality Policy	
Evidence of increased staff awareness of vulnerabilities among young people, from on-going staff training	Staff briefings and lose work with THRIVE practitioners ensures that teachers understand pupils' vulnerabilities	
<b>Final Evaluation</b>		
<p><b>Most of the standards in this Criteria Area have been met</b></p> <p>Teachers work closely with THRIVE practitioners to develop profiles of vulnerable pupils; subsequent interventions build on learning in PSHE lessons. As mentioned in the 'Curriculum' section, there are frequent opportunities for pupils to practise the social skills that they've learned and this is reinforced through the Super Hero Powers scheme. Adults' work is supported by the Buddies and School Friends peer support schemes; as mentioned in the 'Pupil Involvement' section, pupils will ensure that vulnerable pupils feel included. There was a general feeling that, partly due to a significant number of pupils experiencing the responsibility of the school's peer support roles, all pupils looked out for each other across the year groups. Both schools ensure that information about emerging issues involving vulnerable pupils is shared at staff briefings and are passed on to support staff. IN the case of Chiddingly, Claire will ensure that MDSA's are fully informed.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>The revised policy will also need to indicate awareness of the pupil groups that may be vulnerable to bullying by describing in the policy's 'Prevention' section the support and interventions that has been established for these groups (such as 'Thrive')</li> </ul>		



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- The Assessor will need to meet with pupils who may be vulnerable to experiencing bullying during the Silver Assessment Visit to East Hoathly

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Criteria 10. E-Safety	Found	Not Found
Assessors will be looking for good leadership in this area with a knowledge of how technology can be used for bullying and robust anti-bullying policy and practice in place to prevent it.		
There is evidence that the Anti-Bullying Policy has a section on cyber-bullying that is consistent with the Anti-Bullying Quality Mark Guidelines.	Details in Online Safety Policy	Anti-Bullying Policy doesn't refer to Online Safety Policy
The Acceptable Users Policy (AUP) or E-Safety Policy is in the file	Online Safety Policy	
There is evidence that the E-Safety Programmes of Study make specific reference to anti-bullying. Look for programmes of work, lesson plans and children's work	Online Safety lesson samples	
There is evidence that assemblies and tutor/registration periods (secondary) ensure that the focus on anti-bullying and E-Safety is maintained throughout the school year	✓	
<b>Final Evaluation</b>		
<p><b>All of the standards in this Criteria Area have been met</b></p> <p>Staff, pupils and parents understand advice regarding how to stay safe online, such as keeping evidence and supervising the use of technology at home. The school had arranged for the local authority advisor on online safety to visit to talk with parents; his resources were posted to the school website for families who couldn't attend. The pupils whom the Assessor met could recall a number of aspects of online safety, including: how they should keep passwords private, how they could report concerns when using technology in the school; they could also recall the age limits for accessing different social media platforms.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• During the next review of the Anti-Bullying Policy, the federation will need to ensure that readers are referred to the Online Safety Policy to find details about how to respond to incidents of cyber-bullying</li> </ul>		



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